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POD Network News, Fall 2005

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President's Column,

Colleagues,

It can't be said that POD is "29 and holding." By October, another birthday will be celebrated as POD formally recognizes its 30th year in Milwaukee, Wisconsin, U.S.A. with its annual conference. The location is the Hilton Milwaukee City Center. According to conference chair Catherine Wehlburg of Texas Christian University and program co-chair Angela Linse of Temple University, the hotel has just completed an opulent renovation that takes it back to the glory days of downtown hotels. The program is in place, while registrations progress through a newly introduced online registration system. (See **POD Conference** below.)

With well over 1,500 members POD is the largest faculty and graduate student development organization of its kind in the world. With a conference that now attracts nearly 700 people each year, we pride ourselves on our reputation as a wonderful place to learn about educational development in a short amount of time and have a great time doing so.

However, that doesn't mean POD is the only place to learn about faculty development. Interest in faculty development is increasingly becoming international. POD now has members in 23 countries beyond North America. I recently represented POD at the Society for Teaching and Learning in Higher Education (STLHE) conference in Canada. There I was invited to join John Dearn, then-President of the Higher Education Research and Development Society of Australasia (HERDSA), and Julia Christensen Hughes, President of STLHE, in a face-to-face discussion about collaborations across continents. One benefit for every member of POD is that the three presidents have agreed to exchange essays in one another's newsletters. Alan Wright, a member of both the Canadian and U.S. groups, assigned us our topics and agreed to keep the publications schedules on track. Alan is the publications chair for STLHE, but POD members may remember him in his recent

role as the Montréal 2005 conference co-chair and former Core Committee member. This exchange begins with the next issue (Winter 2006) with a guest column by John Dearn. POD members are increasingly acting globally (see **Becoming More International**, below), initiating a variety of types of outreach.

Two other faculty development organizations in North America also have strong links to POD. I am proud to be representing POD at the Historically Black Colleges and Universities Faculty Development Network (HBCUFDN) conference on October 20-22. Our own Phyllis Worthy Dawkins, immediate-past member of the POD Core, serves as co-director of this organization. The other organization is the National Council for Staff, Program, and Organizational Development (NCSPOD), an affiliate of the American Council of Community Colleges (AACC). POD and NCSPOD will be partnering for the 2008 Conference.

The best way for you to get involved in this wider world is to attend the POD conference and network with like-minded people. Each of you brings talents and interests that can benefit POD. This is an organization that will let you contribute and welcome it. Eat all the group meals you can possibly handle. Go on an excursion to network at length (something newcomers wish they had known about earlier). Above all, come ready to celebrate an amazing 30-year history! See you in Milwaukee!

— Virleen Carlson, President

POD Conference 2005 - Gathering by the Waters: Exploring Possibilities and Engaging Ideas

Registration is now open for POD 2005 in Milwaukee, Wisconsin! The conference will be held from October 27 - 30th at the historic Hilton Milwaukee City Center, located in the heart of downtown Milwaukee. As you know, this is the 30th anniversary of POD and, as such, is an exciting and historically important time. This "pearl"

anniversary provides many opportunities for enhancement and excitement. Our theme, "Gathering by the Waters: Exploring Possibilities and Engaging Ideas," is a chance to reflect and enjoy the communal spirit of POD. There are 12 exciting pre-conference workshops, important plenary sessions, 150 wonderful concurrent sessions, and innovative opportunities to network with colleagues from around the world. Early bird registration deadline is September 23rd, 2005!

Plenary sessions include:

- "Changing Learning, Changing Roles: It takes a Village", Patricia Iannuzzi, Dean of Libraries, University of Nevada, Las Vegas
- "Conflict in the Classroom", CRLT Players, Center for Research on Learning and Teaching, University of Michigan
- "Student Learning as a Developmental Process", Tim Riordan, Associate Dean for Academic Affairs and Professor of Philosophy, Alverno College

A special session for administrators, on "The Significance of Faculty Development for Institutional Empowerment," will be held on Friday, October 28, from 9:00 to 10:00 am and 1:00 to 2:30 pm. Designed to help administrators deepen their understanding of faculty development and its centrality to the institutional mission, this session will foster dialogue on ways administrators can support faculty development at their institutions. This session is offered by Dee Fink, Director Emeritus of the Instructional Development Program at the University of Oklahoma and immediate POD Past President, and Devorah Lieberman, Provost and Vice President for Academic Affairs at Wagner College.

Please go to <http://podnetwork.org/registration/2005/registration2005.htm> for complete registration and hotel information. Don't forget — register by September 23rd to get the discounted early bird registration! And make your hotel reservations!

Questions about the upcoming conference? Contact Catherine Wehlburg, Conference Chair, <c.wehlburg@tcu.edu> or one of the two Program Chairs: Wayne Jacobsen, <jacobson@cidr.wash-

ington.edu> or Angela Linse, <angela.linse@temple.edu>.

Conference Registration Procedures

We would like to inform you of how we handle your conference registrations. We will immediately acknowledge receipt of your registration if submitted electronically so that you know it has arrived. For all registrations — faxed, mailed, or electronic — once processed, we will send you the confirmation and either the receipt or invoice by regular mail. The conference confirmation lists your current member information as you submitted it and everything for which you registered. Should there be any errors in the confirmation, please let us know immediately at <podnetwork@podweb.org>.

Also, if you have attended the previous POD conference, we invite you to bring back your name badge holder — and to use it for your traveling convenience.

Call for Self-nominations — POD Core Committee

If you have been a POD member for at least three years, you are invited to consider submitting your name as a candidate for election to the POD Core Committee.

Past Core members have reported that serving on the Core has been an invaluable way to learn more about POD and a wonderful opportunity to work closely with other very talented people. It also allows people to make a contribution to the organization in return for the benefits they have experienced professionally and personally from POD.

The Core Committee is the primary governing body of POD and functions as its board of directors. It has primary responsibility for the finances, policies, and strategic direction of the organization, among other things. The Core Committee consists of 15 elected members (5 new members each year) plus the officers. It meets twice each year, once in the fall for 1 1/2 days just before the annual conference and once in the spring for one day.

Role of members: Each member serves for a period of three years, beginning in the fall after the Core Committee election has occurred. Members are expected to attend all of the six meetings that occur during their term. Many Core members also take the lead on at least one POD committee. Members receive the agenda, committee reports, action items for discussion, and pertinent reading materials prior to Core meetings. Between meetings, official POD discussions and business are conducted through electronic mail and occasionally through conference calls.

Financial support: Core members receive \$150 per day toward expenses for the day(s) on which the Core Committee meets.

Election procedures: Interested members are asked to submit their names for candidacy no later than November 4, 2005, using the instructions for self-nomination found at the end of this newsletter. The POD office will then post the candidates' information on the POD website, and ballots will be sent to all members by mid-November. Election results will be reported by the end of December.

New Faces, New Resources, New Opportunities to Publish

Niki Young, Western Oregon University, is the new Editor of this Newsletter. Niki brings a wealth of experience, including her faculty background in communication, to this position. All of us in POD extend our welcome to Niki and our heartfelt thanks to Mary Everley, University of Minnesota, who served as Editor for the past seven years.

Douglas Robertson, Northern Kentucky University, becomes Editor of *To Improve the Academy* with the fall 2006 issue. Assisting him as Associate Editor is Linda Nilson, Clemson University. All manuscripts should be sent to Doug at Steely Library 220, NKU, Highland Heights, KY 41099, <Robertsond2@nku.edu>. Deadline: December 9, 2005.

POD – IDEA Center Notes are ready to use! POD and The Idea Center have collaborated on the creation of a set of twenty "Notes" that provide information about basic teaching skills and student ratings of instruction. Each "Note" refers to one of the

first twenty items in The IDEA Center student ratings form, and each contains background information, helpful hints for teaching, and assessment suggestions. Ten "Notes" have been available since summer 2004, and can be accessed directly from The IDEA Center website at: <http://www.idea.ksu.edu/podidea/index.html> or through a link to IDEA from the POD website at <<http://podnetwork.org/links.htm>>.

The remaining ten "Notes" will be available via both websites by the end of summer, 2005. The "Notes" are all authored and edited by POD members.

POD and The Idea Center are collaborating on a new project focusing on the 12 general instructional objectives that are the basis for IDEA's unique student ratings system. This new set of resources will be available in summer, 2006. The series will be edited and authored by POD members. Anyone interested in contributing to this project should view the existing "Notes" as samples and contact Mike Theall, series editor, at mtheall@ysu.edu, for more information.

Hoag Holmgren, <hoagh@colorado.edu>, Editor of the POD section of *Thriving in Academe* (an NEA publication) and of the *Teaching Excellence Series* (a POD publication) is accepting essay proposals for both publications' 2006-2007 issues.

Prospective authors are encouraged to familiarize themselves with recent topics in both publications before submitting proposals. Recent *Thriving in Academe* topics can be found on the NEA website at <<http://www2.nea.org/he/thriveol.html>>. Recent *Teaching Excellence* topics can be found on the POD website at <<http://podnetwork.org/publications&resources/readingpackets.htm>>.

Please note that prospective authors may be asked to submit a writing sample and/or CV as part of the proposal review process.

— Leora Baron-Nixon

Useful Materials for You!

The 2005-06 POD *Essays on Teaching Excellence* are now available for subscription. This series was begun in 1989, and it provides

materials useful for our work. Each annual series consists of 8 two-page essays addressing matters of relevance and interest for faculty members — purposefully short and succinct so that faculty members will actually read them. POD members, and others, use the essays for distribution directly to faculty members and administrators, for newsletters, for individual consultations, and for seminars and workshops as well as classes.

The print version of the essays can be reproduced within the confines of the subscribing institution, and the HTML version can be posted on one's website as long as the site is firewalled. Member cost for either version is \$100, and both versions are available for \$150.

For complete information on the titles and authors for the 2005-06 series and ordering information, please see the "publications" section of the POD website [podnetwork.org]. This material can now be ordered online.

International News and Notes

Since the publication of the last newsletter, we have welcomed the following new members from institutions beyond North America:

- Jamillah Grant, University of the West Indies
- Elizabeth Santhanam, University of Western Australia
- Ljudmil Georgiev, Georgi Peev, and Milena Karadjova, New Bulgarian University
- Andrew Merzenich, Temple University Japan

Tom Angelo, Director of the University Teaching Development Centre at Victoria University of Wellington, served as chair of Academic Staff Developers of the Universities of New Zealand, this past year.

Becoming More International

POD is steadily increasing its interactions with faculty development in other countries and regions.

- *ICED & STLHE*. This spring Virleen Carlson, POD President, represented POD at two international gatherings, the Council of Presidents in ICED (International Consortium of

Educational Development) and the Society for Teaching and Learning in Higher Education (STLHE), the primary faculty development organization in Canada.

- *Lebanon and the Arab World*. Larry Michaelsen (Central Missouri State University); Jim Groccia (Auburn University), POD President Elect; and Dee Fink (University of Oklahoma), POD Past President, led sessions at the First Annual Arab World Faculty Development Conference, organized by the American University of Technology (AUT) in Lebanon. The Conference was host to 75 participants from 25 universities in nine countries.
- *Thailand*. A delegation of eight faculty members from Thailand attended the POD conference last fall and visited faculty development programs at the University of Oklahoma and New Mexico State University. They subsequently developed a proposal to start a POD-like national program to foster faculty development in Thailand. This proposal has been approved by the national Ministry of Education and is awaiting implementation.
- *International POD Membership*. Frank and Kay Gillespie, Executive Co-Directors of POD, recently reported that 12.8% of POD's membership is currently from countries other than the U.S.

This cross-cultural and international exchange of ideas has the potential to significantly enhance the development of ideas in all the countries involved.

— Dee Fink

Coming soon to a mailbox near you...

Look for an important survey inviting POD members to share reactions and recommendations regarding the POD Website. The survey will arrive soon through email via POD's new electronic survey tool, *Zoomerang*. The goal is to serve members better via the website. Any changes to the website will be made based on member input. The Electronic Communication Resources Committee will share the survey results and follow-up with further discussion at the fall POD Conference in October in Milwaukee.

Return the survey at your earliest convenience, and come share your thoughts and questions at the conference!

— Connie Schroeder

Graduate Student Professional Development Focus of Streamlined Committee

How can POD best meet the culturally and linguistically diverse needs of graduate students? What constitutes best practice in graduate student professional development? In preparing future faculty? In academic and non-academic career preparation? In outreach activities? What journals and publications exist (or should be started) on graduate student professional development?

These questions are at the heart of the Graduate Student Professional Development Committee's strategic plan. This committee is downsizing, from a mega-committee of 80 to a more manageable group of seven, more closely aligning its structure with POD's governance guidelines. The committee will continue to work on the issues at the heart of the strategic plan and will actively seek input from the larger interest group. Any POD members who were not on the mega-committee who wish to become involved with the larger interest group should contact the chair of the GSPD Committee, Linda von Hoene, at <vonhoene@berkeley.edu>.

— Linda von Hoene

Seven Receive Diversity Commission Travel Awards

Seven faculty members have received POD travel grant awards of \$1,000 each this year. The recipients are Alka Arora, University of Washington; Norma Chang, Carnegie Mellon University; Kathryn Froelich, Sitting Bull College; Soonhyang Kim, Ohio State University; Sandra Yancy McGuire, Louisiana State University; Nelson Soto, Indiana University Purdue University at Indianapolis; and Frank Tuitt, University of Denver. Several of the recipients will also be presenting sessions at the Conference, which speaks highly of the caliber of this group of awardees. Look for them in Milwaukee!

Travel Grants assist members of underrepresented institutions such as Historically Black Colleges and Universities, Native American Tribal Colleges, Hispanic Serving Institutions or Hispanic Area Colleges and Institutions, or underrepresented groups (e.g., Blacks, Hispanics, Asian-Americans, Native Americans, people of color) in attending and participating in the POD Conference and POD Network.

— Lois Reddick

Community of Scholars Receives Internship Grant

In addition to the Travel Grants, POD also awards an Internship Grant. This year the award goes to the Center for Teaching and Learning Services in partnership with the Community of Scholars Program, at the University of Minnesota.

— Lois Reddick

Apply now for the POD Network Grant Program

The POD Network Grant Program provides funding to POD members contributing new knowledge or tools in the fields of instructional, faculty and organizational development. Several proposals will be funded, with up to \$9,000 available in total awards. The Call for Proposals and Grant Applications may be downloaded from the POD website at <<http://podnetwork.org/grants&-awards/grantprogram.htm>>.

Applications must be received by December 12, 2005. Awards will be determined by the Grants Committee, and applicants will be notified in April 2006. Proposals that advance our organization and that achieve one or more goals of the strategic plan are encouraged. The goals of the strategic plan are to:

- Enhance services to and programs for members,
- Define what professionalization means in the context of POD,
- Promote more attention to organizational development throughout the activities of POD, and
- Enhance outreach.

Nominations Sought for the Spirit of POD Award

The Bob Pierleoni Spirit of POD Service Award recognizes members who have made selfless contributions through their long-time professional service to the organization and the field. To be as inclusive as possible, the Spirit of POD Committee is soliciting nominations from the POD membership for this award. Nominees must be current POD members. Send a letter explaining how the nominee:

- Serves the organization and its members through steady participation in POD in more than routine ways;
- Shares knowledge, experience, materials, ideas, and support freely with other POD members;
- Exercises innovative leadership in the organization;
- Exemplifies the philosophy, principles, and practices of POD;
- Contributes substantially to the profession of faculty, instructional and organizational development as well as to the larger higher education community.
- Other ways in which this nominee exemplifies the "Spirit of POD".

Submissions are due by Monday, October 17, 2005. Send nomination letters to <kglewis@mail.utexas.edu> or Karron Lewis, Division of Instructional Innovation and Assessment, Teaching & Learning Excellence, 1 University Station G2100, The University of Texas at Austin, Austin, TX 78712-0546.

National Institute for New Faculty Developers a Success

The 2005 National Institute for New Faculty Developers (NINFD), held in June at Indiana University-Purdue University (IUPUI), welcomed 70 participants from 25 states, the District of Columbia, Puerto Rico, Japan, and Pakistan. A total of 51 institutions were represented including large research universities, small liberal arts colleges, community colleges, and a historically black university. Presenters included Nancy Chism, Don Wulff, Dee Fink, Anastasia Morrone, Michael Reder, Marilla Svinicki, and Peggy

Weissinger. In addition, POD members Emily Hixon, Sharon Calhoun, and Margaret Cohen contributed their knowledge. Calling the five day intensive institute "an exceptional learning experience," participants developed new skills, made new friends, and acquired a wealth of information and resources.

— Jennifer Beasley

Creative & Applied Arts Interest Group Forming

Do you work with faculty of the performing, visual, culinary, fine, or applied arts? Would you like to explore issues unique to the creative disciplines, such as portfolio assessment, development of student creativity, critique as an instructional element, subjectivity and assessment, or teaching the arts online? If so, please join the discussion. Developers from several universities who work with faculty in these fields are interested in collaborating to discuss these issues and share strategies, resources, challenges, and successes. Please e-mail Jennifer Russell at <jrussell@academyart.edu>, or call 415.263.5502 to learn more. We will also be meeting informally during the POD conference to explore the possibility of starting a listserv and more— be on the lookout for notices.

Calls for Participation

Travel and Internship Grants. The Diversity Committee encourages applications from candidates who would benefit from these awards and who would bring a fresh perspective to POD. The deadline for the Diversity Committee's 2006 travel and internship grants is Monday, May 1, 2006. For applications, and more information about the application process please go to <<http://podnetwork.org/grants&awards.htm>>.

Request for contributions. Share your Classroom Assessment Techniques (CATs) and/or Teaching Goals Inventory (TGI) examples for possible including in the third edition of *Classroom Assessment Techniques: A Handbook for College Teachers*. (Materials selected for inclusion in the new edition will be clearly credited to those who developed/proposed them.) Contact Tom Angelo at <Tom.Angelo@vuw.ac.nz>.

Books by POD members

Sorcinelli, M.D., Austin, A.E., Eddy, P.L. & Beach, A.L. (2006). *Creating the future of faculty development: Learning from the past, understanding the present*. Bolton, MA: Anker Publishing.

Wulff, D.H. (Ed.) (2006). *Aligning for learning: Strategies for teaching effectiveness*. Bolton, MA: Anker Publishing.

Members on the Move

Patricia Covarrubias, formerly of the University of Montana, is now at the University of New Mexico in the Department of Communication and Journalism.

Luz P. Mangurian, former Director of Office of Faculty Development at Towson University, has retired.

Roben Torosyan has joined the Center for Academic Excellence at Fairfield University as Assistant Director.

Joyce Weinsheimer, former Director, Center for Teaching and Learning Services, University of Minnesota, has joined the staff of the Center for the Enhancement of Teaching and Learning at Georgia Institute of Technology, where she is Assistant Director for Faculty Development.

Conferences and Workshops

November 9-12, 2005 NCSPOD Conference, Montréal, Québec, Canada. Please see <http://www.ncspod.org/conf/2005/2005confinfo.php> to learn more.

November 18-19, 2005, *Collaboration* conference, "Diversity Here and Now: Holistic and Sustainable Approaches to Multicultural Learning," featuring Dr. Claude Steele on the topic of stereotype threat and a reader's theater production on the immigrant experience. Register by October 24th to receive the Early Bird rate. More information is available at www.collab.org.

Department Chair Institute Workshops: (Jan 9-12 2006 Palm Springs, CA). To learn more about

Department Chair Institute go to: <http://departmentchairinstitute.net/> or contact Company of Experts.net (760) 327-4180.

February 17-18, 2006, *Collaboration* conference on "Learning-Centered Institutions," addressing how to put learning at the center of higher education. Concurrent session proposals accepted until September 21, 2005. More information is available at www.collab.org.

The 2nd annual *Scholarship of Teaching & Learning* (SoTL) Faire, will be held February 23, 2006, at Western Carolina University, Cullowhee, NC. The electronic submission period for proposals is September 19 - October 21, 2005. Visit <http://www.wcu.edu/facctr/sotlfaire/index.htm>, or email altany@email.wcu.edu.

Appreciative Inquiry Facilitator Training Workshops: (Nov 28 - Dec 1 2005 Makati City, Philippines) (Jan 23 - 26 2006 Palm Springs, CA) (March 7-10 2006 Greensboro, NC) (March 20 - 23 2006 Oceanside, CA). To learn more about Appreciative Inquiry, how to register for a workshop, or how to host a workshop on your campus, go to: <http://centerforappreciativeinquiry.net>.

Eighth International Writing Across the Curriculum Conference, May 18-20, 2006. The Conference Center & Inn at Clemson University, Clemson, South Carolina. For program proposal forms and additional conference information, see <<http://www.clemson.edu/pearce/wac2006>>. For more information contact <nilson@clemson.edu> or fax, 864.656.1846, or Art Young & Kathi Yancey, 864.656.3062. Proposal Deadline: September 26, 2005.

6th International Conference of the International Consortium for Educational Development, Sheffield, England, June 11- 14, 2006. For information go to <<http://iced2006.shu.ac.uk>>. Submission deadline January 20, 2006.

POD 2006: The 31st annual POD Network conference will be held October 26-29, in Portland, Oregon, U.S.A.

POD Essays on Teaching Excellence

We continue featuring a selected POD Essay on Teaching Excellence in each issue of the POD Network News. The essay series is available by subscription, and reproduction of this article is limited to subscribers. This essay by Charles M. Spuches is from Vol. 13, number 8, 2001-2002.

Teachers and Scholars as Designers: The Art and Practice of Instructional Design

Charles M. Spuches, SUNY College of Environmental Science and Forestry

Helping people learn is central to our faculty work. Instructional design theory and practice can help us create optimal learning environments. Perhaps no other area of our faculty work, however, is at once so inextricably linked to what we are all about as educators and so confused as instructional design (ID). Too often ID is misunderstood and mischaracterized.

Based upon sound cognitive research, instructional design is a purposeful process that helps us focus on learners, learning, and human development. It is worth another look and a more current understanding.

Most of us have not had experience and training in the purposeful design of instruction, but ID benefits us by helping us ask important questions. ID helps to address issues such as our operating assumptions; decisions about our students and our subject; learning results; and the organization, structure, strategies, management, and evaluation of our courses and curricula.

ID becomes a necessity when we embrace current and emerging learning technologies or form collaborative design and development teams. The associated costs, time, and complexity make a systematic and systemic approach imperative.

What is instructional design?

Learning is a natural process that involves analyzing, synthesizing, and evaluating information and building skills and knowledge. Fundamentally, ID is a set of systematic perspectives and procedures for creating optimal learning environments. With it we can systematically apply what we know

about the learning process to the process of developing human potential. It is an "iterative process of analysis and design whereby the appropriate content is selected and sequenced, appropriate instructional strategies are selected and sequenced, and appropriate media are selected and utilized" (Leshin, Pollock, & Reigeluth, 1992 p. 8).

We can compare instructional design to other professional and design fields such as architecture. In planning a building the architect considers the conditions under which the building will function and methods to optimize its use. Similarly, faculty and others who design instructional materials and programs consider the instructional conditions and select methods to best support the intended learning outcomes.

ID helps us to make explicit what may otherwise be implicit. By so doing, we increase the potential that our decisions will be informed by research and best practice, that expectations will be focused and efforts can be measured against these expectations, and that efforts to improve will follow.

How can instructional design help us?

The new view of instructional design focuses on needs assessment, outcomes, learner control, and experiential learning (Rossett & Barnett, p. 36, 1996).

Needs assessment. An underlying tenet of ID is a commitment to determining learners' current and desired knowledge, ability, and motivations. This includes the ability to learn independently, the use of technology to support learning, and the level of intrapersonal and interpersonal skills. This information then serves to meet learner needs and avoid overloading our courses and our students. It also helps us decide what to include in our courses and curricula. Emerging technology-based approaches such as CD ROM and Web-based courses, however, require far greater "front end" analysis and planning.

Outcomes. Another principle tenet is the simple question "why". ID processes encourage us to articulate and communicate intended behavioral, cognitive, affective, and interpersonal outcomes. Thus it relates well to our current focus on assess-

ment. Knowing and seeing what graduates can do that they could not previously do serves accountability, focuses faculty and student attention, informs instructional planning and strategy selection, and facilitates evaluation. ID is simply part and parcel of sound educational practice.

Learner control. By and large we still assume that we have control over our courses and curricula. However, new approaches combined with new technologies allow students to have far greater control over and responsibility for their learning experiences. It is not essential for us as faculty (or the instructional system) to entirely pre-prescribe learning outcomes or means and methods. Learner centered and controlled outcomes and methods are not only desirable in many situations but necessary and highly appropriate. Learner control can extend from the intended outcomes (results) to the approaches used to achieve them (means). This can include, for example, student choices about learning goals, the kind and amount of examples and practice, pace, sequence, length of time on task, and assessment. Purposeful instructional design helps faculty to rationally identify and select, consistent with research, from a burgeoning repertoire of traditional and technology-enhanced strategies and approaches. In addition, web-based course management systems allow us to track, monitor, and support learner progress.

Experiential Learning. Simulated environments provide immersion in realistic learning experiences, and they should be at the core of our instructional design tool box. They provide a bridge between theory, practice, and application that entails the perception of and response to often subtle relationships and consequences. The key is to help students bring together their individual skills and understand how all elements of the task fit together.

Instructional Design and Technology

The potential of today's instructional technologies is a compelling reason to embrace a more formal approach to instructional design. The possibility of transforming our teaching has never been greater, and potential results include an unprecedented emphasis on planning and facilitating learning rather than merely presenting information (Gillespie, pp. 39-40, 1998).

Harnessing this potential, however, requires significant time and energy. Moreover, our efforts should no longer focus on the "transfer, acquisition, and retention of knowledge." Rather, to be most effective, "the focus in using the new technologies should instead be on helping learners become skilled at finding and accessing appropriate information, evaluating it critically, using it to solve problems, and presenting the result of the learning experience" (Gillespie, p. 47, 1998).

Start Where You Are!

Assuming that our common goal is to design the best learning environments possible, where do we go from here?

- First, consider the value of instruction that enables learners to build meaning for themselves as compared to instruction in which knowledge and skills are allegedly transferred from one person to another like packages being delivered. This change in approach can help us to transform a system that places high value on memorization and information consumption to one that puts these abilities in their appropriate place and emphasizes higher-order cognition and creative problem solving skills.
- Embrace your multiple roles. We often become faculty because of our passion about our disciplines, and teaching may be a secondary consideration. Nevertheless, we have multiple responsibilities for our scholarship, our service, and our teaching. Embracing these roles encourages the equal attainment of perspective and expertise equal for all areas of professional practice and inquiry.
- Use the instructional design process as a basis for dialogue to elevate the quality of your expertise and practice. Working individually and together, we can improve the teaching and learning environments.
- Identify a unit or part of a course and begin. Conduct an assessment based on your instructional goals, student performance and satisfaction with their learning. Compare this information with your intended outcomes. Decide whether or not to rebuild, but don't try to redo everything at once. Renovate your

course, curriculum, or program one room at a time.

- Engage the teaching support center on your campus. Attend functions that will allow you to interact with other faculty members and with instructional consultants.
- Enlist the help and support of one or more colleagues, and engage in collaborative peer review of course materials, instructional design, and implementation. Include student assessments and surveys.
- Seek and develop a teaching mentor, someone secure in his or her own career and motivated enough to put personal agendas and opinions aside so as to focus on developing your strengths and interests as a teacher and designer.
- Read, reflect on, and discuss with colleagues professional publications. Use search engines to seek out organizations and publications on, for example, engineering education, economic education, and assessment in higher education.
- Become familiar with instructional design models. A good model serves as a guidance system and facilitates a collaborative, learner-focused approach. ID invites you to challenge assumptions, brainstorm alternatives, and generate a rich mix of ideas before selecting an appropriate starting place. Other considerations as you select and adapt an instructional design model include flexibility and continuous improvement. Think of your course as a work in progress rather than a completed product.

Conclusion

Remember that ID, at its best, is a collaborative process. Seek out and consider the perspective of students (past, present, and future), faculty colleagues, instructional consultants, multimedia development experts, and relevant literature.

ID offers a way of coping with the tremendously increased demands on faculty. We are experiencing increasing sophistication and diversity in our students, heightened expectations to demonstrate

outcomes and advances in knowledge about learning; and we have available to us new and emerging learning technologies. Whether we take an artistic-intuitive or more formal/explicit approach, our assumptions, values, and approach to design are readily apparent in the way our courses and related learning experiences are planned, conducted, and managed. It will help to consider instructional design as a subset not only of teaching, but of the practice of design itself; to examine our assumptions and the meaning we assign to instruction; and to consider our roles not only as teachers and scholars, but as instructional designers.

References

Gillespie, F. (1998). Instructional design for the new technologies. In Gillespie, K.H. (Ed.). *The impact of technology on faculty development, life, and work. New directions for teaching and learning*, no. 76. San Francisco, CA: Jossey-bass.

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Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at <http://listserv.nd.edu/archives/pod.html>. This electronic discussion list is hosted by the University of Notre Dame's John A. Kaneb Center for Teaching and Learning.

Attend the 30th annual POD conference. It will take place in Milwaukee, Wisconsin, U.S.A.,

October 27-30, 2005. The most current information about the annual conference can be found on the POD website at <http://podnetwork.org> under Conferences and 2005.

Bookmark POD's Web site at <http://.podnetwork.org>

Contact the POD Office at:

POD Network
P.O. Box 271370
Fort Collins, CO 80527-1370
Phone – (970) 377-9269
Fax – (970) 377-9282
e-mail – podnetwork@podweb.org

Save these dates!

- September 23, 2005. Early bird registration deadline for POD Conference, Milwaukee.
- Monday, October 17, 2005. Nominations for Spirit of POD Award deadline.
- October 27-30. A Gathering by the Waters. POD Conference in Milwaukee.
- November 4, 2005, Core self-nomination deadline.
- December 9, 2005. *To Improve the Academy* (Volume 25) deadline.
- December 10, 2005. POD Newsletter (Winter 2006) deadline.
- December 12, 2005. POD Network Grant Program submission deadline.
- April 10, 2006. POD Newsletter (Spring 2006) deadline.
- May 1, 2006. Application deadline, Travel and Internship Grants, Diversity Committee

POD Core Committee Self-Nomination Instructions

We welcome nominations for the 2006-09 POD Core Committee. Candidates' statements are to be submitted electronically and will be posted on the website for members' review. Please send your self-nomination in the body of your email and not as an attachment. The election itself will be conducted by mail. If for some reason you are not able to send your statement electronically, you can mail it to the POD office. It must arrive no later than November 4, 2005.

To nominate yourself, please complete the information below and provide your answers to the two questions (no more than 300 words each). Then send your candidate's statement to the POD office at <podnetwork@podweb.org>. Statements must be received by November 4, 2005.

Please note that statements received after November 4th will not be included, and statements longer than 300 words will be returned to the candidate for editing. Your statement will be reproduced exactly as submitted. Do not include any graphics. Also you must have been a member of POD for at least three years. If you have any questions about this process, contact the POD office or the chair of the POD Nominations and Elections Committee, Dee Fink, <dfink@ou.edu>.

Your statement should include:

Name, title, and institution:

What is your background in professional and organizational development? (No more than 300 words)

What would you like to see POD accomplish over the next three years? (No more than 300 words)

CALL FOR MANUSCRIPTS

TO IMPROVE THE ACADEMY, Vol. 25

Deadline for Submission: December 9, 2005

The Professional & Organizational Development (POD) Network invites submissions for the 2005 edition of *To Improve the Academy*. Since its inception in 1982, *To Improve the Academy* has provided a forum for articles on instructional, faculty, and organizational development. Manuscripts are solicited on those three general areas and may be research-based, programmatic, or reflective pieces.

The audience for *To Improve the Academy* comprises several constituencies who share an interest in improving the climate for teaching and learning in higher education, including faculty and organizational development administrators and consultants. Articles should be designed to inform and assist these members of the academic community with their work.

Papers accepted for publication demonstrate scholarly excellence in research, innovation, integration, or inspiration about instructional, faculty, or organizational development.

Submission Requirements

- Maximum length of articles is 20 pages, double-spaced (12-point font).
- Manuscripts must be prepared according to the guidelines in the *Publication Manual* of the American Psychological Association, Fifth Edition.
- Include a title that clearly informs the reader about the content.
- Include an abstract of 100 words or less.
- Citations appear in the reference section at the end of the manuscript. In the text, sources are cited by author(s) and date, and if direct quotations are used, the page number(s).
- Headings, if they are used, are not numbered.
- When you describe new approaches and programs, please include evaluative information.

Submit two copies of the COVER SHEET, two copies of your complete manuscript, and three copies that omit your name and any reference to your institution. Do not send a disk with the review copies. The editors will provide prompt feedback on all manuscripts.

If your manuscript is accepted for publication, we will ask you to send the document (including all charts and tables) and a biographical statement in electronic form.

Please send inquiries and manuscripts to:

Douglas Reimondo Robertson, Ph.D.

Assistant Provost

Northern Kentucky University

Steely Library, Suite 220

Highland Heights, KY 41099

Email: robertsond2@nku.edu

Phone: (859) 572-1354

Fax: (859) 572-1387

MANUSCRIPT COVER SHEET

TO IMPROVE THE ACADEMY, Vol. 25

Deadline for Submission: December 9, 2005

Title of Manuscript:

Please enter the information requested below for all authors, listing the names in the order in which they should appear. Include additional pages if necessary.

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Mailing Address:

Telephone Number:

Fax Number:

E-mail Address:

Deadline for Submission: December 9, 2005

Send two copies of this form with five copies of the manuscript
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